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ABSTRACT

In compliance with a state mandate to maintain accountability for matriculation funding, Moorpark College (MC) conducted a survey of new students to assess their satisfaction with the college's student services. A random stratified sample of 400 first-time students were contacted by mail and telephone during May and June 1990, and 295 usable surveys (74%) were obtained. Of the respondents, 155 had completed MC's orientation course, and 140 had not registered for the course. Of those who completed the course, 66.5% said it was excellent or good, 47.7% indicated that it had helped them with class choice, and 19.4% reported using other campus services because of the orientation course. Over 70% of the respondents rated college admissions as either good or excellent in terms of convenience, efficiency, and staff helpfulness. In comparison to students who had not taken the orientation course, students who completed the full orientation program were: (1) more likely to return for a second semester (81% vs. 61%); (2) twice as likely to have seen a counselor at least once during their first year; (3) three times as likely to have discussed with counselors other available services; (4) 10 times as likely to have discussed probation or academic progress at an academic counseling session; and (5) more likely to have taken all reading, math, and English assessment tests (92.9% vs. 21.4%). The orientation program enrolled 46.5% of all first-time students, 70.3% of MC's first-time students under 22 years of age, and 65% of the students planning to go on to a bachelor's degree. The survey instrument and answers to open-ended questions are attached. (PAA)

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ED325172

Moorpark College Office of Institutional
Development and Research

# Matriculation Study Number 1990-1

# A Survey of New Student Satisfaction with Student Services

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JC900573

produced by Kathleen Alfano

Coordinator of Institutional Development and Research

October 1990

Note to fellow dabblers in research:

The survey instrument used in this study was borrowed from another college without close examination. I would suggest some modifications before repeating my mistake:

1. On questions 16 and 17: the answer "one" is coded "2" on 16 and "1" on 17, this confused some students, so I'd recommend renaming "none" as "0" and "one" as "1" on question 16.

2. Question 32: The question <u>should</u> read: If you answered "No" to Q #<u>31</u>, what is your educational plan?

I would also like to suggest that future users of this survey may want to add questions on utilization of other student services, such as financial aid, disabled services, and learning assistance centers. I was sorry that I didn't add these.

Good luck!

Kathy Alfano
Coordinator,Research
Moorpark College

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**Moorpark College Matriculation Study Number 1990-1**
**A Survey of New Student Satisfaction with Student Services**

## EXECUTIVE SUMMARY

**by Kathleen Alfano**
**Coordinator of Development and Research**

A survey of new student satisfaction with Moorpark College student services was conducted in May and June of 1990. The analysis indicated that those students who were fully served by matriculation services, defined as those who enrolled in and completed Moorpark College orientation course, PG 3X, benefited in a number of crucial ways such as higher retention , increased use of counseling and other services, and completion of the college assessment and placement tests when compared to first-time Moorpark College students who did not enroll in orientation. A copy of the full report is available in both the Offices of Institutional Development and Research and the Coordinator of Matriculation.

**Retention**:

81% of those completing PG 3X returned for a second semester compared to only 61% of those who did not attend orientation.

**Use of Counseling and Services:**

First-time students who completed the full orientation program were:

Twice as likely as non-oriented first time students to have:

-seen a counselor at least once during their first year at Moorpark;
-had an individual (rather than drop-by or group) counseling session;
-planned their schedule with a counselor;
-discussed degree requirements with a counselor;
-discussed transfer requirements with a counselor;
-discussed study and learning skills with a counselor; and
-perceived counselors as helpful and available.

Three times as likely as non-oriented students to:

-have discussed other Moorpark Campus Services available to them.

Ten times as likely as non-oriented students to:

-have discussed probation or academic progress.

**Completion of College Assessment and Placement Tests:**

92.9% of those completing PG 3X orientation reported taking all assessment tests (reading, math, and english) compared to only 21.4% of those who did not complete an orientation class.

**Differences in those first time students who enroll in PG 3X orientation and those who do not:**

70.3% of first-time students less than or equal to age 21 enroll in PG 3X; 46.5% of all first-time students sampled enrolled in PG 3X orientation.

65% of first-time students who plan to go on for a BA completed PG 3X; 35% did not.

## Recommendations

Student Services is doing an excellent job in recruiting and enrolling first-time students age less than or equal to 21 (70.3%) They need to continue this effort. However, older students who have not been reached have lower retention, less access and knowledge of counseling and student services important for their success as continuing college students. A strategy needs to be developed to increase the utilization of matriculation services across a wider age group.

Increased staff contact with new students beyond senior days and on-site registration will need to be devised to reach the large numbers of students who are now registering by mail. Followup contacts with new students who were not reached at registration is essential especially since a large number of those who were not assessed and placed are the older students who do not go through senior days.

**Matriculation Study Number 1990-1**
**A Survey of New Student Satisfaction with Student Services**

Introduction

In compliance with the mandate from the State of California to maintain accountability for Matriculation funding and to continue an ongoing process of self-evaluation and improvement, Moorpark College has initiated a series of research projects to ascertain the effectiveness of its matriculation program. This report delineates the results of a April and May 1990 student satisfaction survey conducted by mail and telephone on a representative sample of Summer and Fall 1989 newly matriculated students . This survey followed the format and questions of Research Model Number Nine, "Student Satisfaction With Matriculation", as recommended in the Matriculation Local Research Options Project sponsored by the State Chancellor's Office in November of 1989.

After a brief discussion of the Methodology for sampling , the Demographics of the sample is explained. Next, student responses to the survey by the five subgroups of questions: Admissions, Orientation, Assessment, Counseling/Advisement, and Followup are profiled. Finally, Disproportionate Impact is assessed in gender, ethnicity, and age.

Methodology

In April of 1990 a survey was conducted using a systematic stratified random sampling technique to identify a representative sample of students who were new to Moorpark College in either the Summer or Fall of 1989. The data was separated into students who had completed PG 03X, the Moorpark College Orientation course, and students who did not register for PG03 X. Ethnic status of students was also calculated in order to assure representativeness of the College's ethnic minority population and to aid assessment of any disproportionate impact.

In order to obtain a sample representative of the first time student population, a sample size was chosen from the general population using the survey sampling formula:

$$n = \frac{N P Q}{(N-1) Sp + P Q}$$

A 74 % response rate * was obtained for a random stratified sample of 400, giving 295 first time student respondents, 155 of whom had been fully served by Matriculation services (through completion of Moorpark College Orientation Course PG 3x) and 140 who had not registered for the course. The sample proved to be representative in ethnicity, age, and gender to the larger student population of first time students of 3764. A breakdown of the demographic characteristics of the sample follows.

The frequency of responses for each subgroup has been delineated in tabular and graphic presentation in the main body of the report. Comments elicited from the two open-ended questions at the end of the survey have been reproduced verbatim.

* Initially 348 out of 400 randomly selected students were contacted, an 87% response rate by using two mailings, telephone and classroom followups. 53 of these students were found to have previous degrees and were pulled from the sample before analysis.

## DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

### GENERAL SAMPLE CHARACTERISTICS

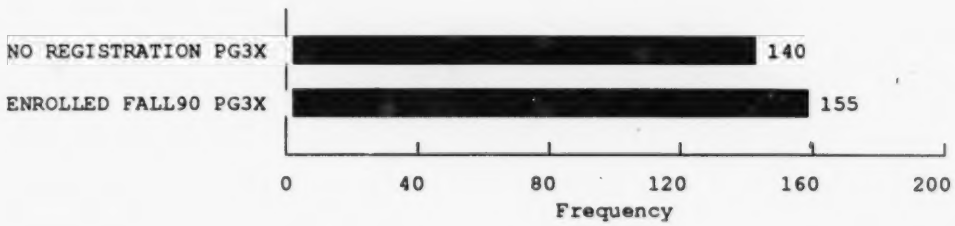
The 295 usable responses out of a stratified random sample of 400, a 74% response rate, were compared to both the sample and population demographics and were accepted as representative. Individual population characteristics such as ethnicity, age, and gender were in proportion to the larger population N of 3764. A breakdown of these characteristics follow.

### FULLY-SERVED VS NON-SERVED

The fully-served matriculant was defined as a first-time Summer or Fall 1989 student who enrolled in and completed Moorpark College Orientation Course PG 3X. The non-served matriculant was similarly defined as any first-time Summer or Fall 1989 student who did not enroll in Fall 1989 Pg 3X.

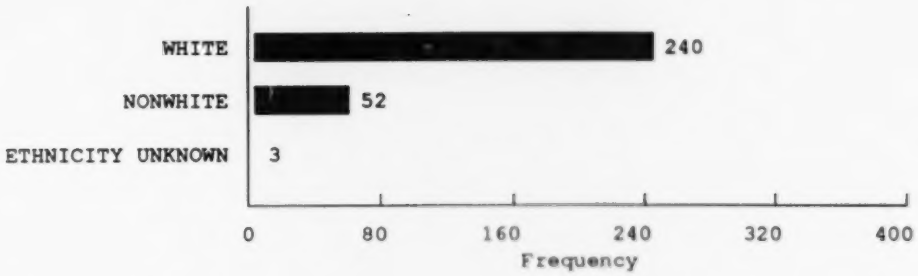
PG3X REGISTRATION IN PG3X

| Value Label | Frequency | Percent |
|---|---|---|
| NO REGISTRATION IN PG 3X | 140 | 47.5 |
| ENROLLED FALL 90 PG 3X | 155 | 52.5 |
| Total | 295 | 100.0 |



ETHNICTY ETHNICITY OF STUDENT

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| WHITE | 1.0 | 240 | 81.4 | 81.4 | 81.4 |
| NONWHITE | 2.0 | 52 | 17.6 | 17.6 | 99.0 |
| ETHNICITY UNKNOWN | 3.0 | 3 | 1.0 | 1.0 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |

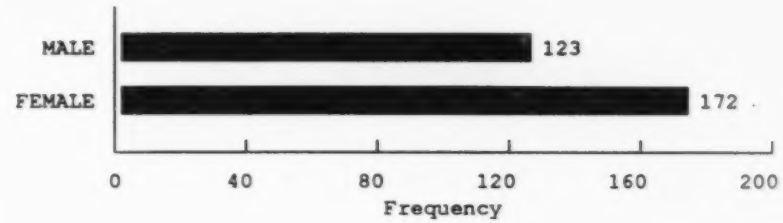



| | | | | | |
|---|---|---|---|---|---|
| Mean | 1.197 | Std dev | .423 | Minimum | 1.000 |
| Maximum | 3.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

GENDER GENDER OF STUDENT

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| MALE | 1.0 | 123 | 41.7 | 41.7 | 41.7 |
| FEMALE | 2.0 | 172 | 58.3 | 58.3 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |




| | | | | | |
|---|---|---|---|---|---|
| Mean | 1.583 | Std dev | .494 | Minimum | 1.000 |
| Maximum | 2.000 | | | | |

Valid cases 295 Missing cases 0

**A. Subgroup: Admissions**

Questions were asked on convenience and efficiency, helpfulness of personnel, and type of registration and, if applicable, how long walk-in registration took.(percentages are for all respondents)

85.8% of all students in the sample rated admissions as either good or excellent in convenience.

76.9% of all students in the sample rated admissions as either good or excellent in efficiency.

73.9% of all students in the sample rated admissions personnel as either good or excellent in helpfulness.

76.9% of all students in the sample listed mail-in as their type of registration.

91.2% of those students who participated in walk-in registration completed their registration in 30 minutes or less.

**B. Subgroup: Orientation:** Questions were asked about participation in MC's orientation, the value of the orientation, if the orientation encouraged them to visit other campus services, and if attending orientation helped them choose their classes. (percentages are for PG 3X completers, Moorpark College's orientation course)

66.5% of PG 3X completers said that the orientation program was excellent or good; 16.1% fair; 1.9% poor.(other was no answer)

47.7% of PG 3X completers said that orientation helped them with class choice; 29.7% said it did not; 8.4% were not sure.

19.4% of PG 3X completers said that they did visit other campus services because of orientation; 47.7% said they did not; 18.7% were not sure.

**C. Subgroup: Assessment:** Questions were asked on taking assessment tests, if assessment test results were explained, did they feel that their english placement was correct, did they feel that their math placement was correct, did they take any career tests and, if so, were they valuable. (please note that percentages in the first four questions following are for Pg 3X completers, 93% of whom took assessments, compared with only 21% of non-enrollees in PG 3X)

92.9% of PG 3X completers reported taking assessment tests; compared to only 21.4% of first time students who did not enroll in PG 3X.

56.8% of PG 3X completers reported that assessment test results were explained to them; 29.0% said that they were not. (the other 14.2% were not sure or didn't answer.)

67.7% of PG 3X completers said that their math placement was correct.

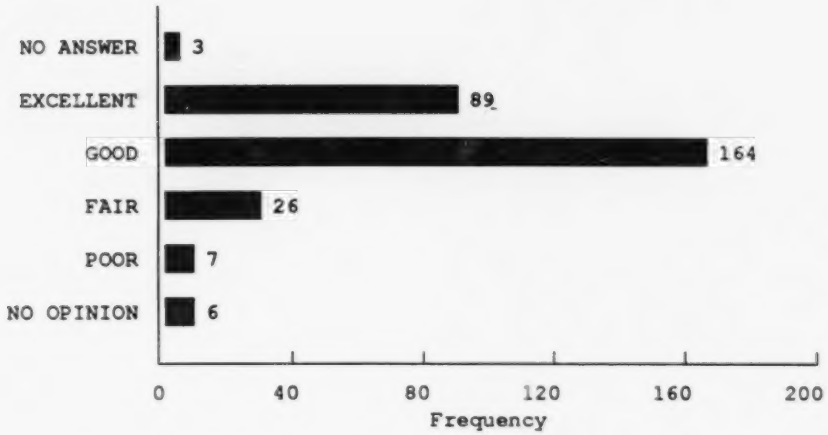
63.2% of PG 3X completers said their english placement was correct.

6.1% of all students in the sample responded that they had taken a Moorpark College vocational or career test; 81% said that they had not; 4% were not sure.

SUBGROUP: ADMISSIONS

CONVENIENCE OF ADMISSIONS PROCESS

| Value Label | Value | Frequency | Percent |
|---|---|---|---|
| NO ANSWER | .0 | 3 | 1.0 |
| EXCELLENT | 1.0 | 89 | 30.2 |
| GOOD | 2.0 | 164 | 55.6 |
| FAIR | 3.0 | 26 | 8.8 |
| POOR | 4.0 | 7 | 2.4 |
| NO OPINION | 5.0 | 6 | 2.0 |
| | Total | 295 | 100.0 |

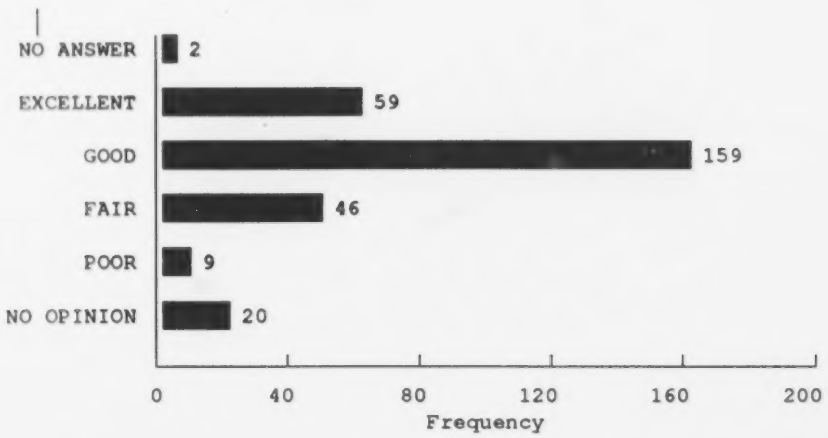



| | | | | | |
|---|---|---|---|---|---|
| Mean | 1.875 | Std dev | .834 | Minimum | .000 |
| Maximum | 5.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

HELPFULNESS OF ADMISSIONS PERSONNEL

| Value Label | Frequency | Percent |
|---|---|---|
| NO ANSWER | 2 | .7 |
| EXCELLENT | 59 | 20.0 |
| GOOD | 159 | 53.9 |
| FAIR | 46 | 15.6 |
| POOR | 9 | 3.1 |
| NO OPINION | 20 | 6.8 |
| Total | 295 | 100.0 |

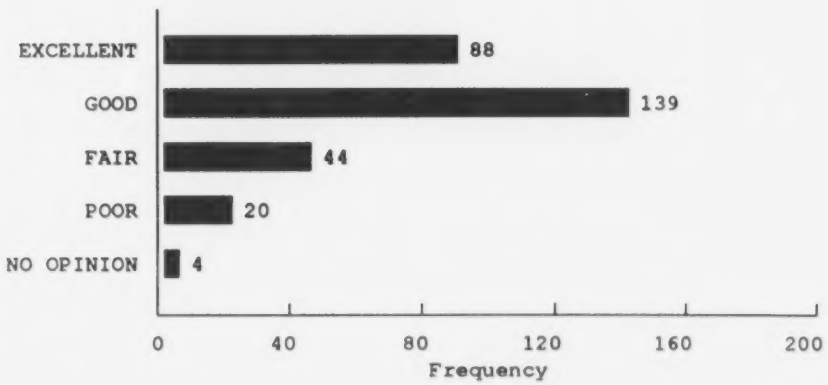



| | | | | | |
|---|---|---|---|---|---|
| Mean | 2.207 | Std dev | 1.037 | Minimum | .000 |
| Maximum | 5.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

ADMEFFIC EFFICIENCY OF REGISTERING FOR CLASSES

| Value Label | Value | Frequency | Percent |
|---|---|---|---|
| EXCELLENT | 1.0 | 88 | 29.8 |
| GOOD | 2.0 | 139 | 47.1 |
| FAIR | 3.0 | 44 | 14.9 |
| POOR | 4.0 | 20 | 6.8 |
| NO OPINION | 5.0 | 4 | 1.4 |
| | Total | 295 | 100.0 |

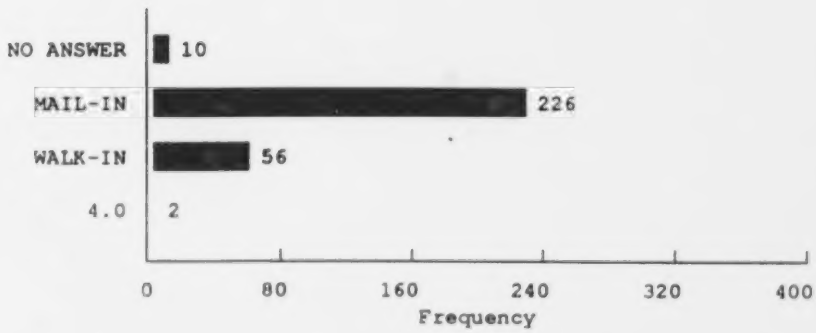



| | | | | | |
|---|---|---|---|---|---|
| Mean | 2.027 | Std dev | .918 | Minimum | 1.000 |
| Maximum | 5.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

ADMRGTYP TYPE OF REGISTRATION

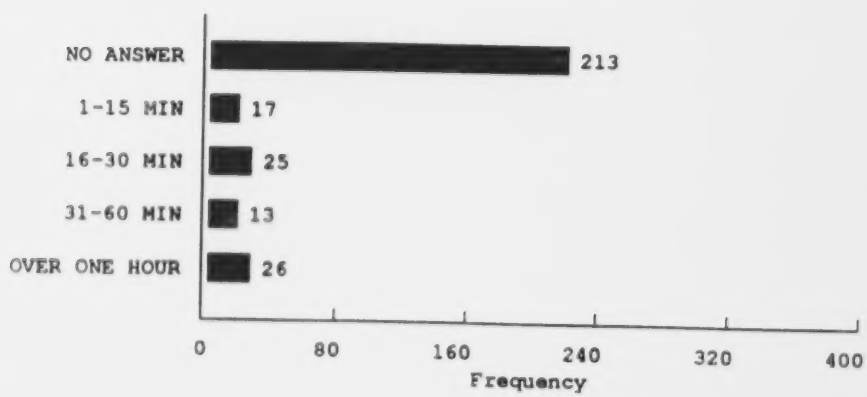
| Value Label | Value | Frequency | Percent |
|---|---|---|---|
| NO ANSWER | .0 | 10 | 3.4 |
| MAIL-IN | 1.0 | 226 | 76.6 |
| WALK-IN | 2.0 | 56 | 19.0 |
| | 4.0 | 2 | .7 |
| | . | 1 | .3 |
| | Total | 295 | 100.0 |




| | | | | | |
|---|---|---|---|---|---|
| Mean | 1.177 | Std dev | .505 | Minimum | .000 |
| Maximum | 4.000 | | | | |

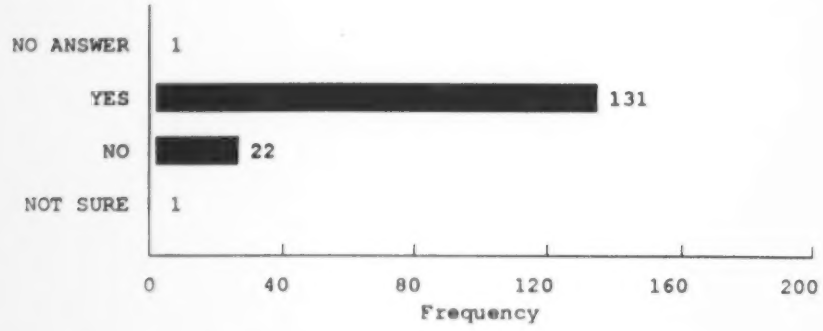
ADMRGWLK IF WALK-IN, TIME IT TOOK TO REGISTER

| Value Label | Value | Frequency | Percent |
|---|---|---|---|
| NO ANSWER | .0 | 213 | 72.2 |
| 1-15 MIN | 1.0 | 17 | 5.8 |
| 16-30 MIN | 2.0 | 25 | 8.5 |
| 31-60 MIN | 3.0 | 13 | 4.4 |
| OVER ONE HOUR | 4.0 | 26 | 8.8 |
| | . | 1 | .3 |
| | Total | 295 | 100.0 |



ORIENCLS DID YOU PARTICIPATE IN MC ORIENTATION

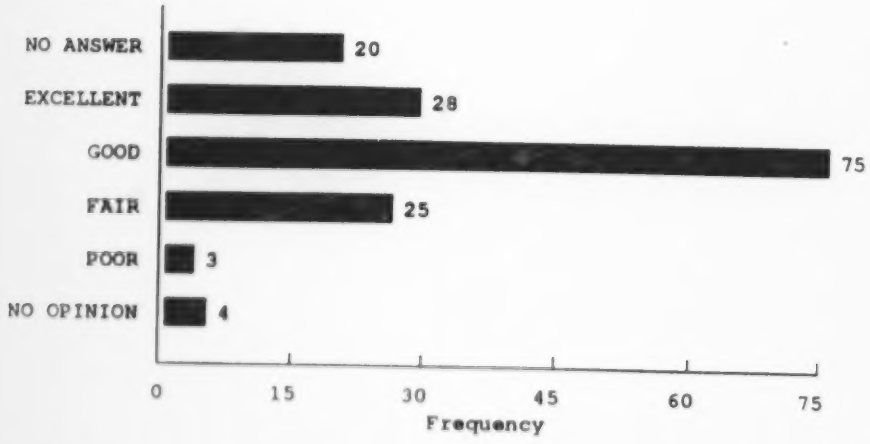
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 1 | .6 | .6 | .6 |
| YES | 1.0 | 131 | 84.5 | 84.5 | 85.2 |
| NO | 2.0 | 22 | 14.2 | 14.2 | 99.4 |
| NOT SURE | 3.0 | 1 | .6 | .6 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

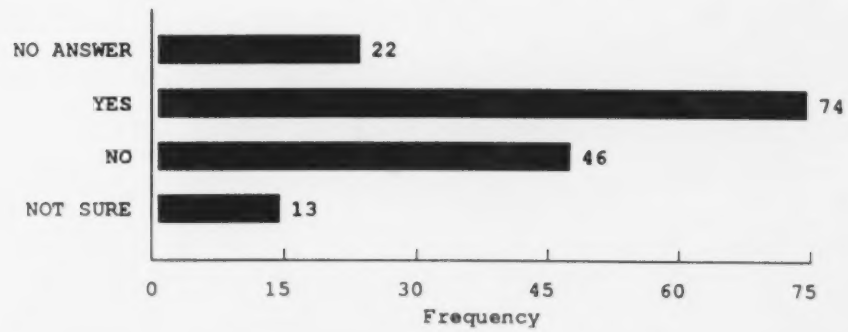
ORIENINF VALUE OF THE ORIENTATION PROGRAM

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 20 | 12.9 | 12.9 | 12.9 |
| EXCELLENT | 1.0 | 28 | 18.1 | 18.1 | 31.0 |
| GOOD | 2.0 | 75 | 48.4 | 48.4 | 79.4 |
| FAIR | 3.0 | 25 | 16.1 | 16.1 | 95.5 |
| POOR | 4.0 | 3 | 1.9 | 1.9 | 97.4 |
| NO OPINION | 5.0 | 4 | 2.6 | 2.6 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |



ORIENCHO DID ORIENTATION HELP CLASS CHOICE?

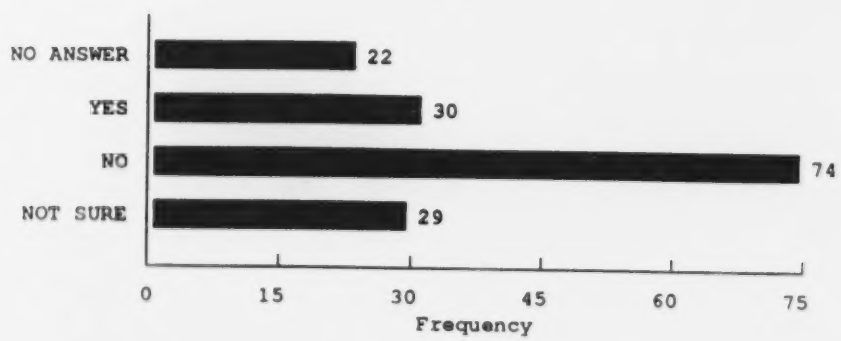
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 22 | 14.2 | 14.2 | 14.2 |
| YES | 1.0 | 74 | 47.7 | 47.7 | 61.9 |
| NO | 2.0 | 46 | 29.7 | 29.7 | 91.6 |
| NOT SURE | 3.0 | 13 | 8.4 | 8.4 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

ORIENSRV DID YOU VISIT ANY CAMPUS SERVICES

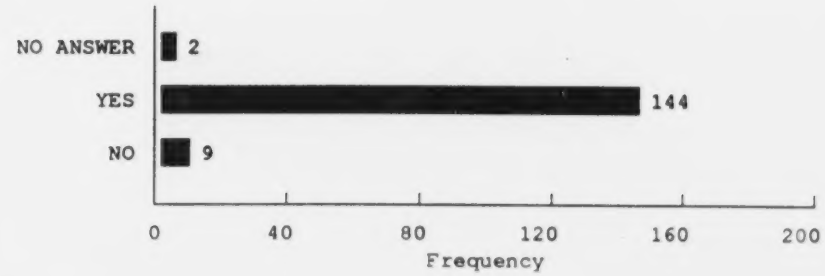
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 22 | 14.2 | 14.2 | 14.2 |
| YES | 1.0 | 30 | 19.4 | 19.4 | 33.5 |
| NO | 2.0 | 74 | 47.7 | 47.7 | 81.3 |
| NOT SURE | 3.0 | 29 | 18.7 | 18.7 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

ASSESTST ASSESSMENT TESTS TAKEN?

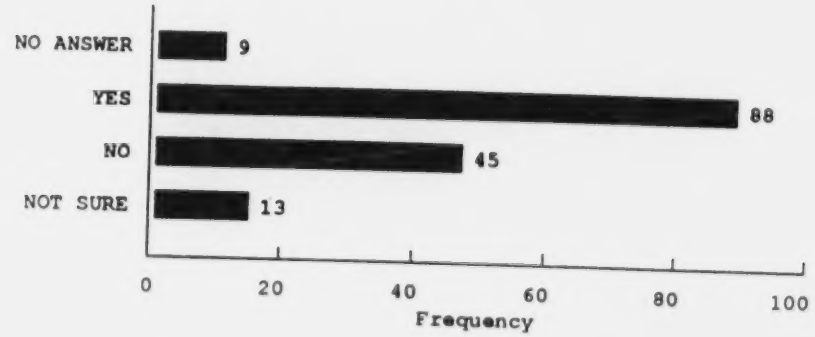
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 2 | 1.3 | 1.3 | 1.3 |
| YES | 1.0 | 144 | 92.9 | 92.9 | 94.2 |
| NO | 2.0 | 9 | 5.8 | 5.8 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

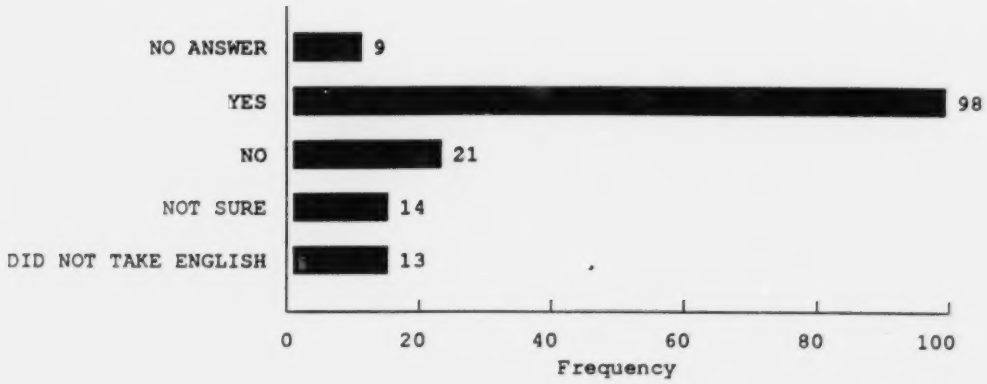
ASSESRSL ASSESSMENT TEST RESULTS EXPLAINED?

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 9 | 5.8 | 5.8 | 5.8 |
| YES | 1.0 | 88 | 56.8 | 56.8 | 62.6 |
| NO | 2.0 | 45 | 29.0 | 29.0 | 91.6 |
| NOT SURE | 3.0 | 13 | 8.4 | 8.4 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |



ASSESENG ENGLISH PLACEMENT CORRECT?

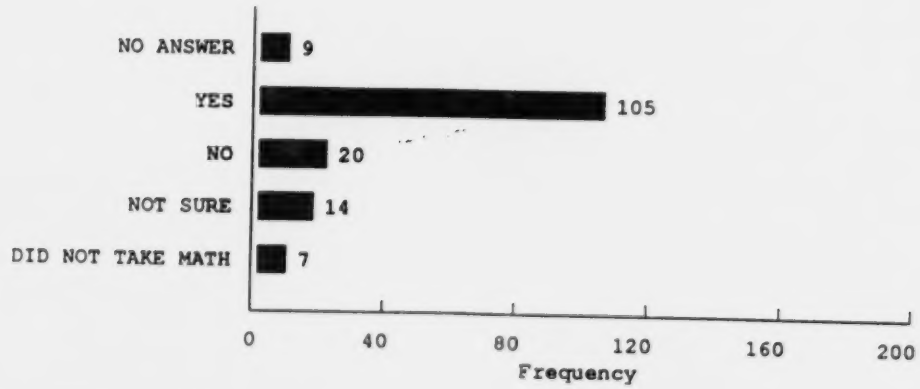
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 9 | 5.8 | 5.8 | 5.8 |
| YES | 1.0 | 98 | 63.2 | 63.2 | 69.0 |
| NO | 2.0 | 21 | 13.5 | 13.5 | 82.6 |
| NOT SURE | 3.0 | 14 | 9.0 | 9.0 | 91.6 |
| DID NOT TAKE ENGLISH | 4.0 | 13 | 8.4 | 8.4 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

ASSESMTH MATH PLACEMENT CORRECT?

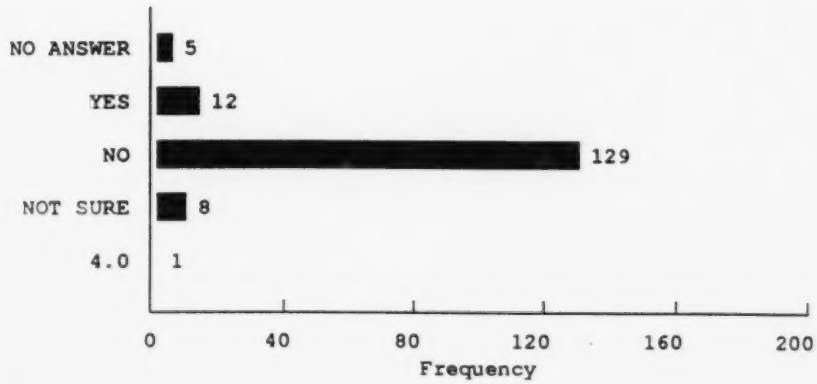
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 9 | 5.8 | 5.8 | 5.8 |
| YES | 1.0 | 105 | 67.7 | 67.7 | 73.5 |
| NO | 2.0 | 20 | 12.9 | 12.9 | 86.5 |
| NOT SURE | 3.0 | 14 | 9.0 | 9.0 | 95.5 |
| DID NOT TAKE MATH | 4.0 | 7 | 4.5 | 4.5 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

ASSESCAR ANY MC VOCATATIONAL/CAREER TESTS?

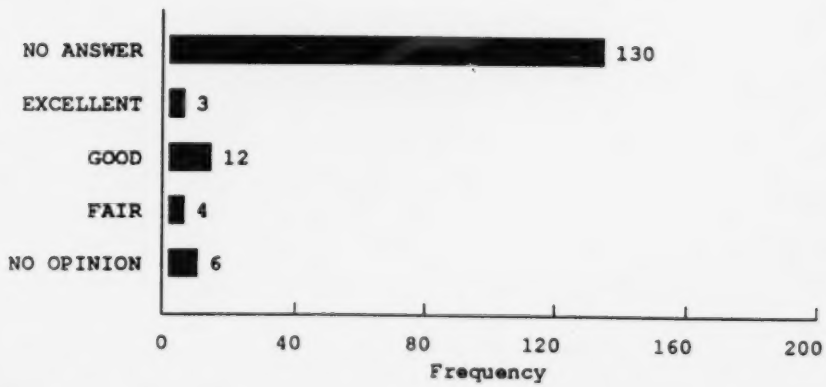
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 5 | 3.2 | 3.2 | 3.2 |
| YES | 1.0 | 12 | 7.7 | 7.7 | 11.0 |
| NO | 2.0 | 129 | 83.2 | 83.2 | 94.2 |
| NOT SURE | 3.0 | 8 | 5.2 | 5.2 | 99.4 |
| | 4.0 | 1 | .6 | .6 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

ASSESVAL CAREER TESTS VALUABLE?

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 130 | 83.9 | 83.9 | 83.9 |
| EXCELLENT | 1.0 | 3 | 1.9 | 1.9 | 85.8 |
| GOOD | 2.0 | 12 | 7.7 | 7.7 | 93.5 |
| FAIR | 3.0 | 4 | 2.6 | 2.6 | 96.1 |
| NO OPINION | 5.0 | 6 | 3.9 | 3.9 | 100.0 |
| | Total | 155 | 100.0 | 100.0 | |




Valid cases 155 Missing cases 0

**D. Subgroup: Advisement/Counseling:** Questions were asked on the number of meetings with MC Counselor, number of counselors seen, setting of last MC Counseling, what questions were covered during academic counseling (e.g. planning class schedule,discussing educational goal, probation or academic progress, program or degree requirements, study or learning skills, other MC Campus Services, transfer requirements), convenience of counseling hours, helpfulness of counseling front desk personnel, availability of counselors, and helpfulness of counselors.(percentages in plain text are for all respondents; in bold are PG 3X completers)

THE COUNSELING SESSION: Frequency and Type

45.1% of all respondents had no meetings with counselors; **36.8% of PG 3X completers sampled had no meetings with counselors.**

25.8% of all respondents had one meeting with a counselor; **34.8% of PG 3X completers had one meeting with a counselor.**

23.7% of all resondents had two or more meetings with a counselor; **26.5% of PG 3X completers had two or more meetings with a counselor.**

30.8% of all respondents saw only one particular counselor at Moorpark; **40.6% of PG 3X completers saw only one counselor.**

20.8% of all respondents saw two or more different counselors at Moorpark; **22.5% of PG 3X completers saw two or more counselors at MC.**

36.6% of all respondents had individual counseling in their last meeting with a counselor; **44.5% of PG 3X had individual counseling.**

THE COUNSELING SESSION: Topics Discussed

38.0% of all respondents said planning their class schedule was discussed at their academic counseling; **48.4% of PG 3X completers said that planning their class schedule was discussed at their academic counseling.**

40.7% of all respondents said that their educational goal was discussed at their academic counseling session; **47.7% of PG 3X completers said that their educational goal was discussed at their academic counseling.**

5.8% of all respondents said that probation or academic progress was discussed at their academic counseling; **10.3% of PG 3X completers said that academic progress was discussed at their academic counseling.**

36.6% of all respondents said that program or degree requirements were discussed at their academic counseling session; **45.8% of PG 3X completers said that program or degree requirements were discussed at their academic counseling.**

11.9% of all respondents said that study or learning skills were discussed at their academic counseling session; **15.5% of PG 3X completers said that study or learning skills were discussed at their academic counseling.**

13.9% of all respondents said that other MC Campus Services were discussed at their academic counseling session; **20.0% of PG 3X completers said that other MC Campus Services were discussed at their academic counseling.**

36.3% of all respondents said that transfer requirements were discussed at their academic counseling session; **46.5% of PG 3X completers said that transfer requirements were discussed at their academic counseling.**

THE COUNSELING DEPARTMENT

41.4% of all respondents rated the helpfulness of counselors as good or excellent; **52.3% of PG 3X completers rated the helpfulness of counselors as good or excellent.**

36.3% of all respondents rated the convenience of counseling hours as excellent or good; **45.1% of PG 3X completers rated the convenience of counseling hours as excellent or good.**

33.5% of all respondents rated the availability of counselors as excellent or good; **42.6% of PG 3X completers rated the availability of counselors as excellent or good.**

37.7% of all respondents rated the helpfulness of the counseling front desk as excellent or good; **48.4% of PG 3X completers rated the helpfulness of the counseling front desk as excellent or good.**

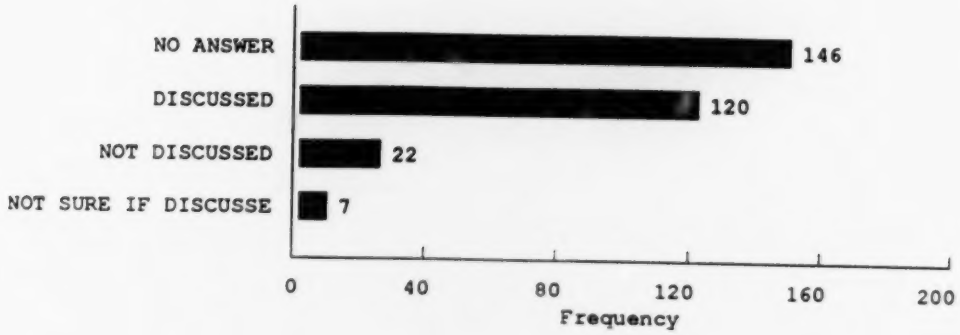
**E. Subgroup: Follow-up:** Questions were asked on student's educational goal and enrollment for a second semester.Additional written student comments are in a separate section of this report.(percentages are for all respondents in plain text and PG 3X completers in bold)

71.5% of all respondents reported enrolling for a second semester; **80.6% of PG 3X completers reported enrolling for a second semester.**

38.0% of all respondents said that their educational goal was a BA/BS degree; **47.1% of PG 3X completers said that their educational goal was a BA/BS degree.**

COUNSGOL WAS YOUR EDUCATIONAL GOAL DISCUSSED

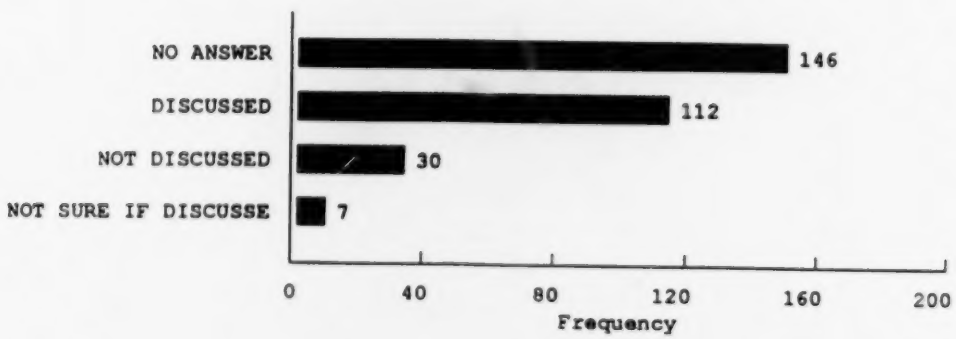
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 120 | 40.7 | 40.7 | 90.2 |
| NOT DISCUSSED | 2.0 | 22 | 7.5 | 7.5 | 97.6 |
| NOT SURE IF DISCUSSE | 3.0 | 7 | 2.4 | 2.4 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |





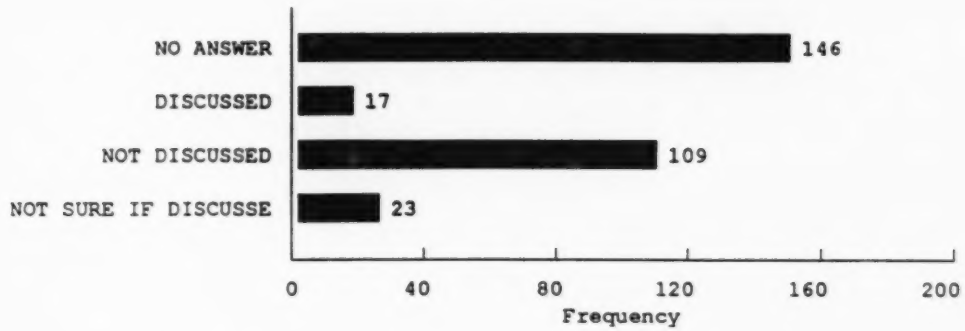

COUNSPLN WAS PLANNING YOUR CLASS SCHEDULE

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 112 | 38.0 | 38.0 | 87.5 |
| NOT DISCUSSED | 2.0 | 30 | 10.2 | 10.2 | 97.6 |
| NOT SURE IF DISCUSSE | 3.0 | 7 | 2.4 | 2.4 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |



COUNSPRO WAS PROBATION OR ACADEMIC PROGRESS

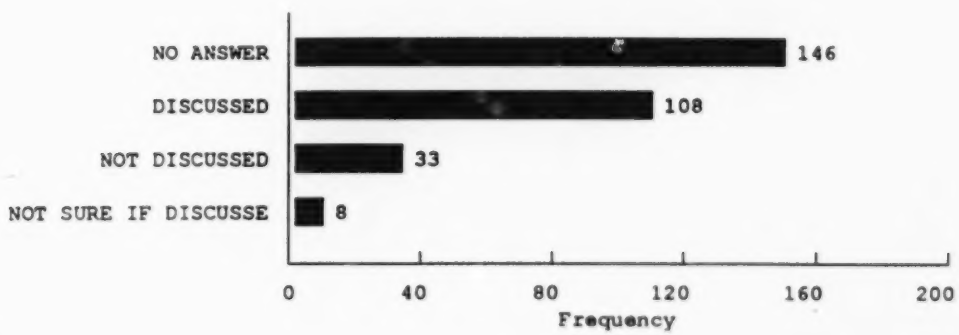
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 17 | 5.8 | 5.8 | 55.3 |
| NOT DISCUSSED | 2.0 | 109 | 36.9 | 36.9 | 92.2 |
| NOT SURE IF DISCUSSE | 3.0 | 23 | 7.8 | 7.8 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |




Mean 1.031 Std dev 1.086 Minimum .000
Maximum 3.000

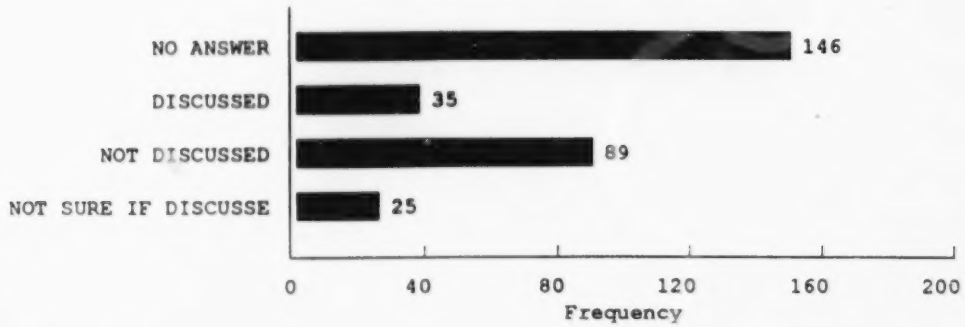
COUNSREQ WAS PROGRAM OR DEGREE REQUIREMENTS

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 108 | 36.6 | 36.6 | 86.1 |
| NOT DISCUSSED | 2.0 | 33 | 11.2 | 11.2 | 97.3 |
| NOT SURE IF DISCUSSE | 3.0 | 8 | 2.7 | 2.7 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |



COUNSSKL WAS STUDY OR LEARNING SKILLS

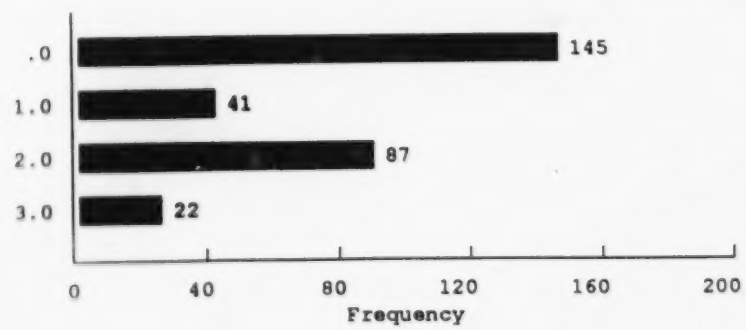
| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 35 | 11.9 | 11.9 | 61.4 |
| NOT DISCUSSED | 2.0 | 89 | 30.2 | 30.2 | 91.5 |
| NOT SURE IF DISCUSSE | 3.0 | 25 | 8.5 | 8.5 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |




24-Oct-90 MOORPARK COLLEGE MATRICULATION/STUDENT SATISFACTION

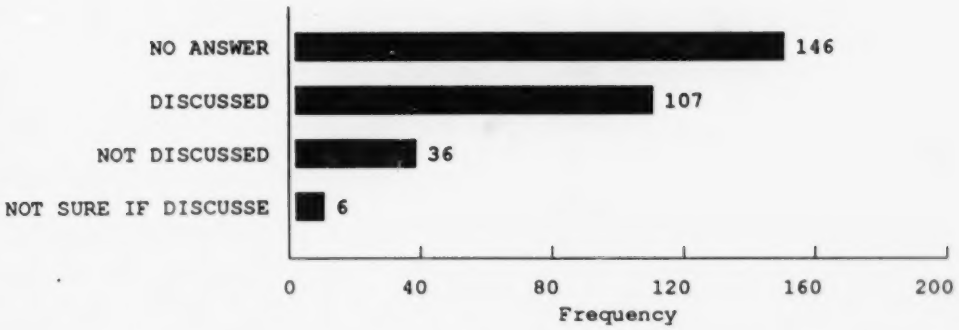
COUNSSRV WERE OTHER MC CAMPUS SERVICES

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| | .0 | 145 | 49.2 | 49.2 | 49.2 |
| | 1.0 | 41 | 13.9 | 13.9 | 63.1 |
| | 2.0 | 87 | 29.5 | 29.5 | 92.5 |
| | 3.0 | 22 | 7.5 | 7.5 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |



COUNSTRN WERE TRANSFER REQUIREMENTS DISCUSSED

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 146 | 49.5 | 49.5 | 49.5 |
| DISCUSSED | 1.0 | 107 | 36.3 | 36.3 | 85.8 |
| NOT DISCUSSED | 2.0 | 36 | 12.2 | 12.2 | 98.0 |
| NOT SURE IF DISCUSSE | 3.0 | 6 | 2.0 | 2.0 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |

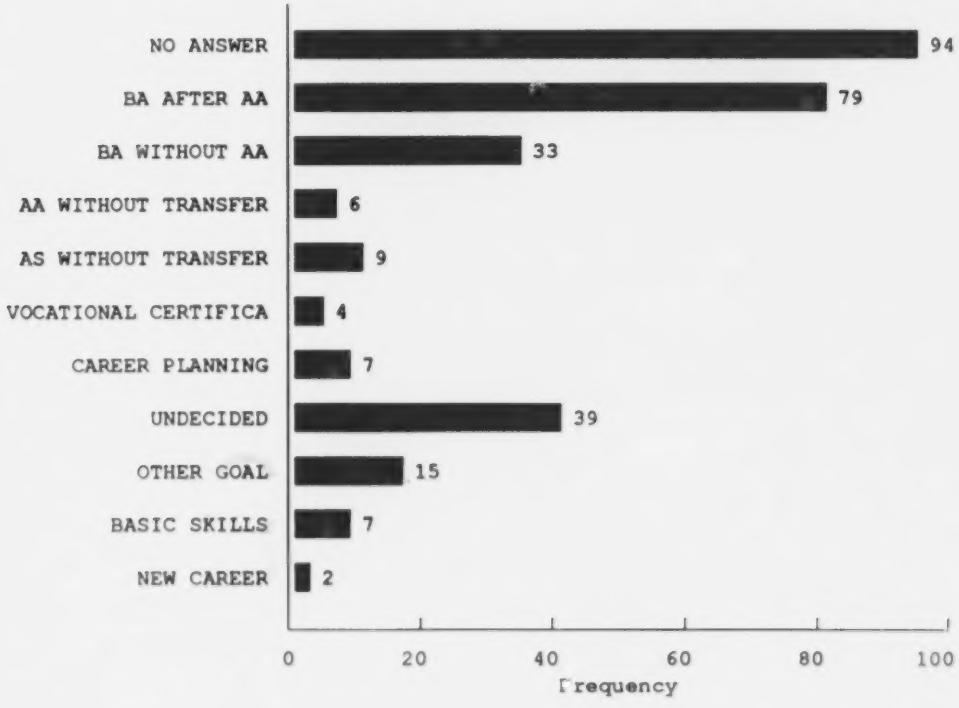



| | | | | | |
|---|---|---|---|---|---|
| Mean | .668 | Std dev | .768 | Minimum | .000 |
| Maximum | 3.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

FLWUPGOL WHAT IS YOUR EDUCATIONAL GOAL?

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 94 | 31.9 | 31.9 | 31.9 |
| BA AFTER AA | 1.0 | 79 | 26.8 | 26.8 | 58.6 |
| BA WITHOUT AA | 2.0 | 33 | 11.2 | 11.2 | 69.8 |
| AA WITHOUT TRANSFER | 3.0 | 6 | 2.0 | 2.0 | 71.9 |
| AS WITHOUT TRANSFER | 4.0 | 9 | 3.1 | 3.1 | 74.9 |
| VOCATIONAL CERTIFICA | 5.0 | 4 | 1.4 | 1.4 | 76.3 |
| CAREER PLANNING | 6.0 | 7 | 2.4 | 2.4 | 78.6 |
| UNDECIDED | 7.0 | 39 | 13.2 | 13.2 | 91.9 |
| OTHER GOAL | 8.0 | 15 | 5.1 | 5.1 | 96.9 |
| BASIC SKILLS | 9.0 | 7 | 2.4 | 2.4 | 99.3 |
| NEW CAREER | 10.0 | 2 | .7 | .7 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |

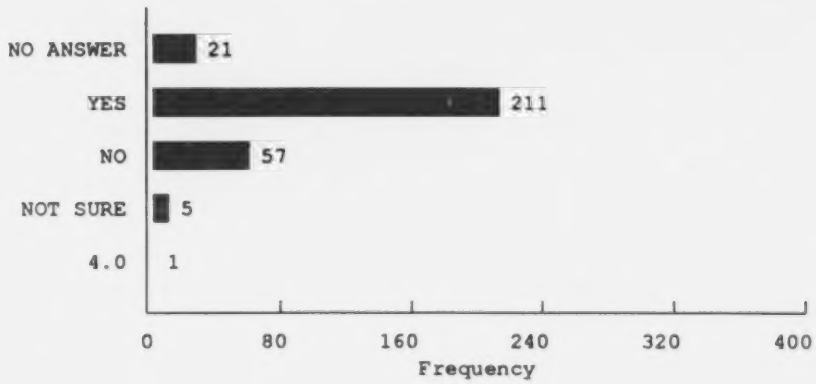



| | | | | | |
|---|---|---|---|---|---|
| Mean | 2.498 | Std dev | 2.950 | Minimum | .000 |
| Maximum | 10.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

FLWUPENR DID YOU ENROLL A SECOND SEMESTER?

| Value Label | Value | Frequency | Percent | Valid Percent | Cum Percent |
|---|---|---|---|---|---|
| NO ANSWER | .0 | 21 | 7.1 | 7.1 | 7.1 |
| YES | 1.0 | 211 | 71.5 | 71.5 | 78.6 |
| NO | 2.0 | 57 | 19.3 | 19.3 | 98.0 |
| NOT SURE | 3.0 | 5 | 1.7 | 1.7 | 99.7 |
| | 4.0 | 1 | .3 | .3 | 100.0 |
| | Total | 295 | 100.0 | 100.0 | |




| | | | | | |
|---|---|---|---|---|---|
| Mean | 1.166 | Std dev | .580 | Minimum | .000 |
| Maximum | 4.000 | | | | |

| | | | |
|---|---|---|---|
| Valid cases | 295 | Missing cases | 0 |

## DISPROPORTIONATE IMPACT

Each question was analyzed for any disproportionate impact due to ethnicity, age(including age over 30 which represents one-third of Moorpark College's students), gender, and completion or non-completion of a Moorpark College orientation program, PG 3X.
A few statistically significant differences did occur as measured by a Crosstabular analysis of questions using ChiSquare/Pearson Test of Independence of variables.

A statistically significant difference at the 0.01 level was found to exist in the following areas:

**A. Subgroup: Admissions:**

Category: Age

"efficiency of registering for classes": 25.1% of students aged < or = 21 rated admissions efficiency as fair or poor; only 11.9% of students aged over 30 thought efficiency fair or poor.

"helpfulness of admissions personnel" 25.1% of students aged < or = 21 rated helpfulness of admissions personnel as fair or poor; only 5.9% of students aged over 30 rated admissions helpfulness as fair or poor.

No disproportionate impact found for ethnicity, gender, or PG 3X.

**B. Subgroup: Orientation:**

Category: Age

"Did you participate in a Moorpark College Orientation?" 76.5% of first-time students aged < or =21 registered for PG 3X, the MC Orientation course; only 10.7% of first-time students aged over 30 registered for PG 3X.

No disproportionate impact found for ethnicity, gender..

**C. Subgroup: Assessment:**

Category: Ethnicity:

"Have you taken assessment tests?" 75% of nonwhite first-time students took the assessment tests; compared to only 56% of the white students.

Category: Age:

"Have you taken assessment tests?" 83.6% of first-time students aged < or = 21 took the assessment tests; compared with 16.6% of students aged over 30 and 25.0% of students age 22 to 30.

No disproportionate impact for gender.

**D. Subgroup: Assessment and Counseling:**

Category: Ethnicity:

"Setting of last MC counseling" 33% of white students spoke to a counselor in an individual meeting; compared to 55% of nonwhite students.

"Setting of last MC Counseling" 12.5% of white students spoke to a counselor in a drop-by setting; compared to 5.8% of nonwhite students.

Category: Age:

"number of meetings with MC Counselor" 37.2% of new students age < or = 21 had no meetings with a counselor; compared to 58.0% of students age 22 or older who had no meetings with a counselor.

**E. Followup:**

Category: Ethnicity/age/gender:

"enrollment for the second semester": 66% of first-time white females, age over 30, reported re-enrolling for a second semester, compared to only 27% of first-time nonwhite females of the same age.

"enrollment for the second semester": 83% of first-time white females, age < or = 21, reported re-enrolling for a second semester, compared to only 75% of first-time nonwhite females of the same age.

MOORPARK COLLEGE
M.C. Student Information System
STUDENT SURVEY - ANSWER SHEET

TO:_____ SSN:_____-_____-_____

FROM:Kathy Alfano, Coordinator of Matriculation Research

MAJOR:_____

The college needs information and opinions from students to evaluate and improve its programs and services. Your responses will be held in CONFIDENCE; only summary information will be reported to the college faculty and administration. Since we are mailing this survey to a sample group, YOUR RESPONSES ARE VERY IMPORTANT! Please complete and return the ANSWER SHEET BY APRIL 20, 1990 using the enclosed pre-addressed stamped envelope or the box marked STUDENT SURVEY at the switchboard (Administration Building near Admissions Office). The Survey Question Sheet is enclosed. Thank you for your response!
**If you have DROPPED ALL classes, enter the DROP DATE (_____) and complete the survey. **

ADMISSIONS
1. ____
2. ____
3. ____
4. ____
5. ____

ORIENTATION
6. ____
7. ____
8. ____
9. ____

ASSESSMENT
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____

COUNSELING/ADVISEMENT
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____
26. ____
27. ____
28. ____
29. ____

FOLLOW-UP
30. ____
31. ____
32. ____

List of Ed Goals

A. BA after AA
B. BA without AA
C. AA without Transfer
D. AS without Transfer
E. Vocational Cert.
F. Career Planning
G. New Career
K. Basic Skills
M. Undecided
N. Other Goal

33. OPTIONAL - Comments to administrators:

34. OPTIONAL - Comments to faculty:

MOORPARK COLLEGE - STUDENT SURVEY - QUESTION SHEET

## ADMISSIONS

1. How would you rate the convenience of the admissions process?
   (1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)
2. How would you rate the helpfulness of Admissions personnel?
   (1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)
3. How would you rate the efficiency of registering for classes?
   (1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)
4. How did you register for classes this term?
   (1. Mail-in, 2. Walk-in)
5. If 'walk-in', how long did it take you to register?
   (1.) 1-15 min, (2.) 16-30 min, (3.) 31-60 min
   (4.) Over 1 hour

## ORIENTATION

6. Did you participate in a M.C. Orientation class or program?
   (1. Yes, 2. No - Go to Q.#10.)
7. How would you rate the value of the Orientation information?
   (1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)
8. Because of Orientation, did you visit any campus services?
   (1. Yes, 2. No, 3. Not Sure)
9. Did attending Orientation help you in choosing your classes?
   (1. Yes, 2. No, 3. Not Sure)

## ASSESSMENT

10. Have you taken assessment tests at M.C. (reading, writing, math)?
    (1. Yes, 2. No - Go to Q.#14.)
11. Did a member of the college staff explain the results to you?
    (1. Yes, 2. No, 3. Not sure)
12. Do you think your course placement in English was correct?
    (1. Yes, 2. No, 3. Not Sure, 4. Didn't take Eng. class)
13. Do you think your course placement in Math was correct?
    (1. Yes, 2. No, 3. Not Sure, 4. Didn't take a Math class)
14. Have you taken any vocational/career interests tests at M.C.?
    (1. Yes, 2. No, 3. Not Sure)
15. If you answered 'Yes' to Q. #14, how would you rate the value of those tests in selecting courses or programs at M.C.?
    (1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)

## COUNSELING/ADVISEMENT

16. How many times have you met with a M.C. academic counselor (s)?
    (1. None, go to Q.#31, 2. One, 3. Two, 4. Three or more)
17. How may different counselors have you met with at M.C.?
    (1. One, 2. Two, 3. Three, 4. Four or more)
18. In what setting did you last meet with a counselor?
    (1. Individual, 2. Group, 3. Drop-by, 4. Other)

Please indicate whether or not items #20 - #26 were discussed at your academic counseling session (s). Use the following codes:
(1. Discussed, 2. NOT Discussed, 3. Not Sure If Discussed)

19. Planning your Class Schedule (choosing courses)
20. Your Educational Goal
21. Program and/or Degree Requirements
22. Study and/or Learning Skills
23. Probation (Academic and/or Progress)
24. Transfer Requirements
25. Other M.C. Campus Services

Please rate the following Counseling Center characteristics (items #27 - #30) using this scale:
(1. Excellent, 2. Good, 3. Fair, 4. Poor, 5. No Opinion)

26. Convenience of the hours that counseling is available
27. Helpfulness of front desk personnel
28. Availability of counselors
29. Helpfulness of counselors

## FOLLOW-UP

30. Write the letter of your Education Goal from the list on the ANSWER SHEET.
31. Are you enrolled at M.C. in SPRING 90?
    (1. Yes, 2. No, 3. Not Sure)
32. If you answered 'No' to Q.#32, what is your education plan?
    (1. Go to another community college, 2. Go to a 4-year college 3. Temporary leave, but will return, 4. Unsure, 5. Other)
33. OPTIONAL What would you like to tell the M.C. administrators?
34. OPTIONAL What would you like to tell the M.C. faculty?

STUDENT SURVEY 1990 (CONFIDENTIAL)

(FPG)= Yes PG 3X

Optional question 33 - What would you like to tell the M.C. administrators.

1. No comment except keep up the good work!!

2. I am in algebra Tues & Thurs. evenings. (Mr. Bergman) - I cannot believe that this man is teaching. He knows algebra, but is not a teacher. Aside from never going to the blackboard (he teaches on the overhead projector), he is very confusing. I have to this date invested $60.00 in private tutoring. I have not gotten my money's worth in this class - It will cost me hundred's of dollars by June and if i"m lucky, I will pass with a C!

3. You need to expand your non transfer opportunities to gear toward those students who need career options, but not necessarily college diplomas.

4. I want to commend Bud Long as an excellent career development teacher. I loved that course. He made it very interesting!

5. Keep the High Tech. Center.

6. Be more friendly to freshman. It's hard to find out things about the college when they aren't willing to help you.

7. We have to be made aware of more things, such as who to talk to if a wrong grade is given to a student because of teacher's opinion, not from grade results.

8. **Please improve for class registering!

9. Courses that I took were for a new career in real estate. These types of courses are excellent.

10. I think orientation is a good idea, but lacks needed discussion topics.

11. Teachers need to be paid more.

12. When I went to the walk in registration, I spent, at least, 6 hours in line. There should be a lot more help on this day.

13. As a member of the women's tennis team, I know that my feelings about the "coaching" we receive is shared by the other members of the team. I have played tennis for almost 10 years and have never been more inadequately coached. We were fortunate enough to have Pauletta Crook as a substitute coach for one non-league match this season and we received more "coaching" in one day than we received for the entire season from Mrs. Stewart. It would be nice to look forward to another season with M.C. Tennis if we had a coach that "coached".

14. I feel that Mr. Pollock is incompentant as a teacher and should be fired. He downgrades the class and doesn't seem to be enjoying his profession. I feel that M.C. would be MUCH better without him teaching.

CONT'D.

15. The administrators are doing a great job.

16. No comment.

17. I think they're doing a great job, especially considering how many people there are to deal with!

18 No comment.

19. Good job.

20. I think that some people (not all the people) are not nice at the administration office, though people at the counseling office are very friendly and kind. I feel the people don't want to be asked questions. I hope they'll be more friendly (have a smile on their face) and helpful.

21. They are very friendly and are willing to help out in any way they can.

22. To be more accessible and to think of better classes and options for students who transfer.

23. I had several problems with my schedule. It's very frustrating. Registering process should be improved if possible.

24. Good cheap way to get my G.E. out of the way, so I can transfer to four year school.

25. Continue mail registration. It really works well.

26. Your VA representative cancelled my educational benefits while I was still in school, meeting standards for benefits. I have yet to talk to her, so I hope she will get this straightened out.

27. None.

28. They are exceilent at what they do. They get you the right info.

29. I would like to get in touch with an academic counselor for a counseling session, or a class perhaps.

30. Please be more patient with "us" - we really don't know what we're doing!

31. Great job!

32. Build a parking structure. Don't buy learning machines.

33. Good.

34. Take time and patience in helping and working with students.

STUDENT SURVEY 1990 (CONFIDENTIAL)

(FPG)= Yes PG 3X

Optional question 34 - What would you like to tell the M.C. faculty.

1. No comment except keep up the good work!!
2. Whoever did the orientation made it a lot more confusing than it actually was.
3. Take more interest in the students. Some do not seem to care. Teachers must have a desire to transfer knowledge, if they do not, it shows and turns students off.
4. Moorpark is a very friendly college and it has a lot of good courses!
5. Keep the High Tech. Center.
6. Everything is fine, except maybe have faculty be a little more creative in their teaching and work with students more.
7. None.
8. Keep up the good work. You really make learning entertaining. Just don't cancel before telling us first if you know that you aren't going to be there.
9. Just wanted to say that the faculty is doing a great job.
10. No comment.
11. Keep up the excellent work! We truly appreciate the fact that you help us with a smile instead of treating us as inferior.
12. Mr. Brown - History Dept. Very excellent teacher.
13. They are very friendly and are willing to help out in any they can.
14. Outland and Pollock are exceptionally good teachers.
15. Be more friendly and helpful and listen to when a student is talking to them.
16. M.C. faculty is very good. You have well-qualified and terrific teachers.
17. English teachers in high school taught better and also more effectively than college English courses. Why take English if you're not learning anything. It's a waste of time to me!
18. Thanks for all the help, especially Mrs. Broadbrooks.
19. The teachers I had got the job done. You have some of the best teachers.

CON'T.

20. I haven't been at Moorpark long enough to know whether the campus facilities are good. When I registered in the fall 90', I had to get classes by walk-in, which was more than 1 hour long wait.

21. Great job!

22. Don't park on campus, take the bus.

23. Some faculty members don't seem serious about some student's education.

24. Conveniently average.

25. The music program should have a marching band. Most of the music students are attending M.C. and are also playing in the CSUN marching band. With the proper instructors, the program could become a model for other J.C.'s. Our community is a very musically oriented community and I think it would work well!

26. My idea when I enrolled here at M.C. was that I'd be attending a school at higher education. So far, I haven't learned much from what I already knew from high school. I truly believe the courses offered should be made more difficult. But then again, maybe that's what a J.C. is for.

27. Excellent job. Good instructors.

28. Great!

29. Overall the teachers are good. Of course, one cannot be pleased with each and every class. Some teachers do need to liven up their lectures.

30. If computers registered drops in classes that were full, and posted it before registration was over, it would make it easier to get the classes you need.

31. Ask yourself one question: "Am I teaching this class like a high school class?" I think if the class is reminiscent of high school at all, something is wrong!

32. Faculty I've met is great!

33. Most of them do a good job.

34. Thank you.

35. I like the syllabus idea, it's a very helpful organizational tool.

STUDENT SURVEY 1990 (CONFIDENTIAL)

(N)= No PG 3X

Optional question 34 - What would you like to tell the M.C. faculty.

1. I only took 3 units in Political Science - 3. Dr. Birch did a fine and competent job.

2. On the whole I've had great teachers so far who you can tell are doing what they love to do - teach.

3. I've found the teachers to be fair in their grading and very nice. Your math department has two very fine ladies, Beverly Barker and Jane Broadbook.

4. My algebra teacher, Mrs. Beverly Barker is a wonderful teacher.

5. To all faculty who teach: Please stop teaching if you figure out you're not a good teacher. This is a crime to try to teach when you do not know how to teach.

6. Jose Garcia (Spanish 31B) is an outstanding instructor.

7. Have more control of your classes, this is not high school.

8. Quizzes at beginning of class! I work full time - school part time. (Have teaching experience). Please do not wait to give quizzes over lasts weeks material at the end of a 3 hour lecture. If you get up at 5:00-7:00 am - by 10:00 pm, you are tired!.

9. Please note that I did not receive this form until 4-19-90.

10. Enjoying the faculty. Pleasant, patient, knowledgable.

11. I have had better teachers and an overall better educational experience at Moorpark College than I had at the University of Arizona.

12. I appreciate them so far.

13. Please instruct your classes from the same books as suggested by college (the students purchase...for that particular class.)

14. Continue good work.

15. My only complaint was that the director of the day care or child development course was very snotty and was overheard making remarks.

16. I would like for all teachers to give a syllabus for their class/classes.

17. Instruction in my ceramics courses has been very good. Prof. Aiken & Flores. I miss Prof. Aiken. He is superb!

18. I need to take more early childhood classes. I hope these classes will also be offered via the TV course.

CONT'D.

19. Was made to feel very Welcome - faculty was VERY helpful and available. I'm moving away from the area, this is why I didn't register for the Spring.

20. The teachers I have had are excellent. Their main goal is to teach with the results the student learns something and passes the course.

21. Thanks. This college has got a lot of excellent faculty.

22. An awful lot of cheating went on in some of my classes during tests. It should have been dealt with because it was very obvious. I studied very hard to achieve my grades and I was angry that some got grades undeserved. P.S. I received A's in all my classes without cheating.

23. Offer or ask services to the night classes too.

24. Good job!

25. I think it would be good to send out reports on how well the student is doing and units completed every semester.

26. Excellent job.

27. I was disappointed in the teacher for Word Perfect. She was unfair on enrolling student - that had arrived at 5:30 pm to have them sign their card. Yet some students got in the class that arrived at 6:30 pm, and some of us did not get in that were there at 5:30 pm. She did not know how to handle it.

28. Kathleen Young is a very good teacher.

29. I have no idea.

30. The people who work in the office at the front desk are rude and make simple things quite difficult.

31. I have only been able to take a few evening classes, but I really have enjoyed them. I plan to continue taking your evening classes.

32. The instructors I have had, I really liked.

33. Good job!

34. Dr. Keyser should be teacher of the year.

35. Improvements could be helpful with a few faculty members.

36. Mrs. Ginet is an excellent teacher and should teach child psychology also. Paulette Crook is an excellent tennis instructor and should be on staff full-time.

37. Thank you!

38. I have been completely satisfied with most of my teachers.

39. As far as I know the faculty members of the music classes, they are excellent!

40. As far as my instructors are concerned, everyone is doing a great job!

41. So far I've really liked the instructors. I've learned a great deal from them. Very personable and helpful.

42. My computer teacher, Mr. Voyak (Ed), seemed a little disarrayed at times. Not able to handle any pressures and not covering the assigned material thoroughly.

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END

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